

Professional Development Offered Through BehaviorInSchools

All professional development offered from **BehaviorInSchools** is based on a Positive Behavior Interventions & Supports (PBIS) framework. That is to say, **students learn best** when there are clear expectations; expectations are taught and reinforced; correction procedures are established and implemented with consistency; data is used to make decisions regarding evidenced-based strategies and interventions; culturally responsible practices are taken into consideration and services are delivered within a multi-tier systems of supports continuum. **Small Changes...Big Results!**



Integrated Systems/School-Wide Approach

School-Wide Positive Behavior Interventions & Supports (SW-PBIS)

A systemic approach to school-wide discipline and school safety and culture, Positive Behavioral Interventions & Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-base problem solving to address existing behavioral concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions. Outcomes include:

- Increased time for instruction
- Reduced office tardiness, referrals, suspensions and expulsions
- Increased safety, positive climate and daily attendance
- Prevention of future problems
- Flexibility of implementation to meet the schools needs and climate

Response To Intervention (RTI) Multi-Tier Systems of Supports (MTSS)

Descriptor: Originally known as Response to Intervention (RtI), MTSS is an approach for establishing and redesigning teaching and learning environments so that they are effective, efficient, relevant, and durable for all students, families, and educators MTSS is a coherent continuum of academic and behavioral evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each student to achieve high standards. Benefits include: Eliminates “wait to fail” model; decrease inappropriate referrals for special education services; and, progress monitoring data provides instructionally relevant information

Systematic Supervision: Being Active, Positive & Responding To Problems In Common Areas Descriptor: Has your staff ever been taught HOW TO SUPERVISE? The training focus is on teaching all school personnel how to engage in effective supervision that can lead to increased safety, contribute to a more positive school environment, and increase instructional time. Learn how to increase safety in the common areas of the school (hallways, cafeteria, restrooms, etc.), convey high expectations for responsible student behavior, and respond skillfully to student misbehavior.



Classroom Approach

Positive Behavior Interventions & Supports (PBIS) In the Classroom

Descriptor: Classroom behavior management involves techniques and strategies effective teachers routinely implement that produce high levels of student engagement, minimal amounts of student disruption and efficient use of instructional time. This training brings PBIS into the classroom through support the classroom environment by positive interaction, monitoring and supervision, structure the classroom, active student engagement correcting fluently and teaching rules, routines and ritual. Implementing evidenced-based practices will:

- Improve classroom behavior and reduce misbehavior
- Create effective and efficient student and teacher routines and procedures
- Establish clear classroom behavioral expectations
- Increase academic engagement time and time on task
- Promote disciplining students less and teaching more

CHAMPS: A Positive and Proactive Approach to Classroom Management

Descriptor: Effective classroom-based behavior management is vital for academic achievement, high motivation, and instilling social-emotional health in students. Developed by Dr. Randy Sprick, CHAMPS is a framework for creating a continuous improvement cycle regarding your classroom climate and student behavior. Nine training chapters focus on classroom vision, organizing routines and procedures, teaching expectations during the first month of school, developing motivational systems, monitoring student behavior, responding to and correcting misbehavior. Within each chapter, a series of competencies are presented along with self-assessment and peer discussion activities regarding these competencies. Participants learn how to develop a classroom plan for preventing misbehavior and effectively managing the problems that arise.

Creating a Learning Environment That Supports the New Learning Standards

Alternate Title: “How to Get Students Who Can’t Sit Still To Learn the Rigorous New Learning Standards!”

Descriptor: Teach rigorous standards to ALL students! Replace excuses with accountability and responsibility! Raise test scores and increase parent satisfaction! Avoid burnout and love your job again! Dozens of evidenced-based strategies!

All Participants will Learn:

- How to spend more time on instruction and less time on discipline
- How to turn unmotivated students into “self-starters”
- How to help most challenging students
- Specific strategies that will work at each grade level

Time To Teach

Descriptor: Time To Teach is a research based, highly successful set of classroom management strategies that tens of thousands of teachers have been using for over four decades. These strategies help teachers become more effective in the classroom. The schools implementing Time To Teach see a rise in student scores, parental involvement and support, and teacher job satisfaction and find more “Time To Teach”. Where Time To Teach is present, teaching and learning are occurring at the level our children deserve. During this training, participants learn the Five Core Components of Time To Teach: Self Control Strategies; Classroom Design Techniques; Teaching to Appropriate Behaviors; Accurate and Timely Consequences; and Student-Teacher Relationships. This training comes with resource manuals.

Classroom Management 101:

Descriptor: This workshop will provide educators with proactive strategies for managing classrooms to increase student engagement and academic achievement. Topics will include analyzing the physical facilities (room arrangement & materials, visibility, accessibility, distractibility), determining rules and procedures, planning and organizing instruction, managing student work, and understanding the goals of student behavior (or misbehavior). Participants will develop sets of rules and procedures, identify effective instructional activities, and analyze the goals of student behavior in order to support belonging, engagement, and success.

Resilient Classrooms: Creating Healthy Environments for Learning

Descriptor: This workshop presents innovative, classroom-based strategies for promoting the academic competence and mental health of students at risk. Easy-to-implement procedures are described that enlist the involvement of school practitioners, teachers, and students in creating nurturing, success-oriented classroom environments. Participants are guided step by step to understand what makes a classroom a healthy place to learn; recognize when essential socio emotional supports are missing; intervene to put those supports in place; and demonstrate the positive effects on student learning and development.

Classroom Management for Art, Music and Physical Education Teachers

Descriptor: Teaching 400-600 students every week presents the ultimate classroom management challenge, one that if you're unprepared for can bury you in a mountain of stress and misbehavior. *Classroom Management for Art, Music, and PE Teachers* is a proven solution that will transform even the most difficult group of students into the peaceful, well-behaved class you really want. It provides the tools, tips, and strategies you need to simply and effectively manage any classroom, no matter how unruly or out of control, so you can focus on teaching, inspiring, and making an impact that lasts a lifetime.

Active Participation: How to Engage Students During Instruction

Descriptor: No matter how well you've crafted your lessons or how top-notch your adopted curriculum might be, you must still engage your students if they are to adequately assimilate your lesson content. During this training, participants will learn how to engage all students in your classroom, from star performers to struggling students. Students who actively participate in lessons improve both behavior and academic performance. Learn specific instructional procedures and routines to:

- Increase engagement
- Increase on-task behavior
- Increase accountability
- Promote desired behaviors
- Reduce inappropriate behaviors
- Keep the class moving along at a “perky pace”

Social Emotional Learning (SEL) within the Classroom

Descriptor:

Social and emotional learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging and meaningful.

Social and emotional skills are critical to being a good student, citizen and worker; and many risky behaviors (e.g., drug use, violence, bullying and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills. This training addresses how to bring social emotional learning into the classroom environment.

Classroom Behavior Management for the Para Professional

Descriptor: Para professionals and teacher aides are vital to the success of the classroom management process. Providing Para professionals with the fundamentals of behavior management knowledge and techniques will support and assist classroom teachers within your school or district to better serve your students. Create and establish positive and effective working relationships between Para professionals and their classroom teachers.

Discipline in the High School Classroom

Descriptor: This training provides evidenced-based tools, strategies and structures to enhance the flow and delivery of classroom instruction. Participants will learn teacher routines and techniques to address motivation and classroom-based discipline issues using proactive, positive strategies such as teaching expectations, designing schedules, using positive interactions, and establishing consequences for misbehavior at the secondary level as well as be exposed to strategies needed to enhance instructional flow and increase student engagement. (9-12).

“My Students have Trouble with Transitions: What Can I Do?”

Descriptor: Moving from reading to math; whole group to small group; and lining up for lunch/restroom are typical transitions. Utilizing effective transitions in the classroom helps teachers to minimize disruptions and behavior problems, maximize instructional time, and maintain optimal learning conditions. Daily transitions within the classroom and school involve careful time management and behavior management skills. This session focuses on strategies for educators to organize their management strategies, schedules, lesson plans and classrooms and schools for successful student transitions.

Turning Around The Disruptive Classroom

Descriptor: Classroom behaviors, such as wandering around the room, aggression, disturbing another's property, disruptive noise, disrespect, inappropriate verbalization and inappropriate tasks during a lesson are common behaviors in a classroom that needs help! This session focuses on establishing or reestablishing clear expectations, routines and rituals that set the stage for a productive classroom environment. Learn how to teach and reinforce expected behaviors that help create a safe learning environment for ALL students.

Programming for Students With Emotional Behavior Disorder (EBD)

Descriptor: Students identified as “*Behavior Disordered*” or “*Emotionally Disturbed*” require a classroom environment that requires careful planning and specific skills and strategies. The goal of these classrooms is to “stack the deck” for success for these students by integrating teacher effective techniques and classroom management techniques so both the teacher and students can be successful. In this workshop, teachers who work with challenging students will learn the six proactive and preventative components that must be in place in order to teach students prosocial behaviors. Participants will learn how to create and implement each component within their own classrooms through demonstration, video and self-assessment.



Challenging Student Approach

Early Stage Interventions for Individual Students

Descriptor: This session will provide information of the 5 core components/interventions that can become standard protocol within a district, building or classroom-what should teachers implement first when an individual student's behavior is problematic. Strategies included planned discussion, goal setting, data-collection and debriefing, increasing positive interactions, and function based interventions. Each strategy will include some easy-to-use implementation forms and worksheets

Student Motivation in the Classroom

Descriptor: This dynamic and interactive workshop is designed to provide practical strategies to increase both academic and behavioral motivation in students. Topics addressed will include: generating enthusiasm for classroom lessons and activities, effective use of individual and class-wide motivational systems, understanding ratios of interaction and non-contingent attention (it's more that just "catch them being good"). Participants will leave training with practical ideas and strategies that can be implemented immediately.

Strategies to Improve Academic & Behavioral Outcomes for Students with ADHD

Descriptor: When focusing on addressing inappropriate behaviors exhibited by students with ADHD, teachers should select interventions that specifically target the problem behavior. Too often, the student is characterized by the ADHD symptoms they exhibit; while ignoring the actual behavior. This workshop addresses several evidenced based strategies, which have been shown effective when working with students with ADHD.

Tier 2 Behavioral Supports: Check In Check Out (CICO)

Descriptor: Check-in, Check-out (CICO) is a school wide evidenced-based intervention for students who are starting to engage in problem behavior. The goal of the CICO intervention is to prevent students who are acting out from escalation and provide them with more frequent feedback on their behavior to prevent future problem behavior. Students are presented with daily/weekly goals and then receive frequent feedback on meeting the goals throughout the day. The feedback system within this Tier 2 intervention is connected to the school's building-wide behavioral expectations. CICO among other Tier 2 strategies will be addressed throughout this training.

Behavioral Interventions

Descriptor: Working with a Tough Kid or disruptive student is one of the most frustrating challenges administrators and teachers deal with throughout their career. These students are often viewed or labeled as a "trouble maker", "difficult", "bully" or "needing special education". This training will provided the knowledge, strategies and skills that your staff need to work with students who are chronically disrespectful, non compliant and disruptive. Outcomes include:

- Using a function based approach to assessing the needs of the challenging student
- Creating an individualized Behavior Intervention Plan (BIP)
- Implementing evidence-based behavior management interventions for students with targeted and intensive needs

Designing Behavior Intervention Plans (BIP)

Descriptor: Designing effective behavior improvement plans for challenging students that teachers will implement with fidelity can be a daunting task. This session provides regular and special educators with tools and strategies to create and implement effective, proactive plans. Participants will leave the workshop with information about two specific processes that facilitate intervention planning and interventions most appropriate for various types of presenting problems.

50 quick “on the spot” Strategies for Students with Behavioral Problems

Descriptor: This workshop focuses on quick, effective and easily implemented strategies educators can use to add to their “behavior tool box” that will prevent inappropriate behaviors from occurring, teach appropriate social behaviors and assist with deescalating students who are beginning to act out.

Prevent-Teach-Reinforce:

A School-Based Model for Functional Behavioral Assessment

Descriptor: The Prevent-Teach-Reinforce (PTR) model of behavior support is a team-based, systematic, structured process for supporting students with challenging behaviors that have not been resolved satisfactorily with classroom and school wide behavior management systems. PTR utilizes scientifically validated practices of functional behavior assessment, reinforcement and teaching new behaviors. PTR is a structured, team-based functional behavior assessment (FBA) process that is easily implemented by school-based teams. Behavior Intervention Plans (BIP)/Interventions for students include at least three components including prevention procedures, teaching and reinforcement. During this training session, participants will learn the five steps of the PTR process: teaming, goal setting, assessment, intervention and evaluation. Participants will use case studies to practice new skills and further their understanding of the purpose and procedures of each step of PTR.

Workshops can be adapted to align with all grade levels, personnel and level of expertise.



Contact Tom Stacho at 216.233.6588 or email at info@BehaviorInSchools.com

